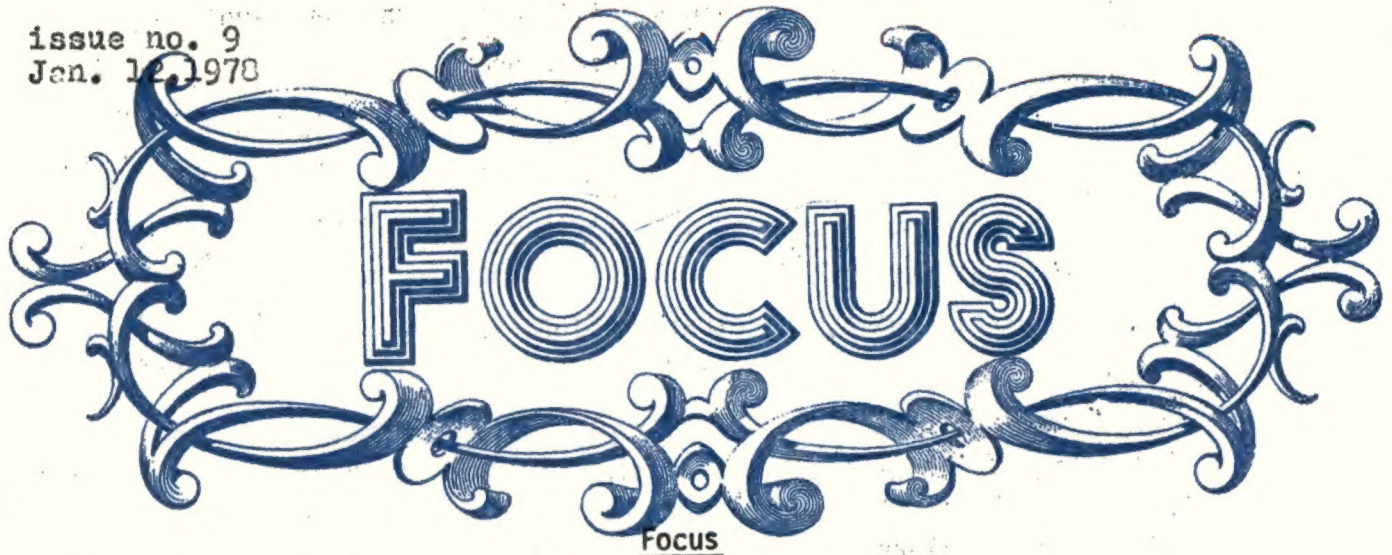


HAPPY NEW YEAR FROM THE L.S.A

issue no. 9
Jan. 12, 1978



Carnival Chairman, Dave Murphy, Unveils Plans For Carnival, 1978

Put Dave Murphy together with close to forty other people and you have the staff for Loyola Carnival, 1978. This group of people have been working long and hard to put on what they hope will be the best Loyola Carnival yet. By the sound of the plans Carnival Chairman, Dave Murphy, revealed this week, it could very well be just that. There will be the usual drinking and dancing plus some other new and interesting events to take part in this year.

Carnival Week will run from February 5 through 11. The following is a brief run down of the Carnival events planned to date. Some of these may be subject to revision so keep posted to future issues of Focus and look out for the publication of the Carnival handbook to get the exact date, time, place and cost of the various Carnival happenings.

On Sunday, February 5 there will be the annual Ice Sculpture Contest. An added attraction to "Carnival 78" will be the construction of an Ice Castle. Sunday night action offers Soiree Canadien. Appearing this year will be the Frank Quinn Quartet, featuring The Carignan Brothers.

Monday will see the judging of the ice sculptures as well as the ever popular Scavenger Hunt. In the evening there is the not to be missed Pub Crawl.

A Lounge Pub will also be opened Monday through Thursday.

On Tuesday this aspect of "Carnival 78" will feature the comedy team of McLean and McLean. Tuesday evening will feature the new event known as the Disco Dance Marathon. The marathon dancers will be sponsored with all the proceeds going to the Montreal Institute for the Blind. Jason, Stan & Co. and Friendly Giant will be supplying the disco music for this event. The annual Skating Party will also take place on Tuesday night.

On Wednesday night there's the Bear's Birthday Party. Because of its enormous popularity the Party will take place in two areas at once, one at the Guadangi Lounge, the other at Hingston Hall. An R & R band, Straight Razors, will be featured at Guadangi, while Jason, Stan & Co. provide the music at Hingston Hall.

If you are interested in Hypnotism, then Thursday night is for you. Pecarvé, the well-known hypnotist, will be performing for believers and non-believers alike. An interesting note on Pecarvé: he is working on a research project out of the Lakeshore General and Royal Victoria Hospitals. The money he gets for his shows goes towards funding this research.

Friday is Ski Day. This annual event is tentatively planned for Mont Tremblant and the ski tow costs \$4.

There is a Road Rally scheduled for Saturday which may include Lacolle as a touch point for the race. On Saturday night, of course, the week is ended by the grande finale, the Snow Ball. This year the gala event will be held at the Sheraton Mount Royal Hotel. A very popular group from Boston, "Image" will be providing the music. An added attraction to the Ball will be a Casino for all you gamblers.

Things are definitely "looking good" for "Carnival 78", so remember those dates February 5 through 11th and get in on the fun and frolic of a Loyola Winter Carnival.

Senate Expected to Finally Ratify New Academic Re-evaluation Regulations

It seems that University Senate may finally be deciding on new regulations for academic re-evaluation. It is expected that the January meeting of Senate will ratify the nineteen regulations listed on the next pages of Focus. We surely hope that this business will be taken care of once and for all. It has been on the working board since September and this latest scheme is the fourth one presented to Senate.

Academic Re-evaluation - Undergraduate Regulations

1. All students have the right to apply for the re-evaluation of any grade they receive. Such an application may be based on dissatisfaction with either the grade received or the method of grading.
2. Students have the right to see their examination papers and any marked material that has contributed to the grading of a course. Students are responsible for the preservation and production in the case of a re-evaluation of any marked material that has been returned to them by an instructor. Departments are responsible for the preservation and production of written materials in their possession for a period of six months following the official release of grades.
3. Students who seek re-evaluation of their work will in the first instance endeavour to meet with the instructor and explain their position to him. If they remain dissatisfied, or are unable to meet with the instructor, they may on receipt of the final grade for the course apply formally for re-evaluation.
4. A formal application for re-evaluation will be made to the Registrar. Each application must be on the appropriate form, and be in writing and signed. It must set out the reasons for the dissatisfaction and also contain a statement that the student has met with the instructor or has tried to meet with the instructor and failed.
5. An application must be made within 21 days of the release of the final grade. This delay may be extended by the Registrar in particular cases, but only if the person applying for re-evaluation could not reasonably have done so within 21 days.
6. The Registrar will forward the application immediately to the chairman of the appropriate department, with a copy to the Dean.
7. According to the nature of the application, the department chairman will appoint a person or a committee to carry out a re-evaluation or investigation, and will so inform the student, the instructor, the appropriate Dean and the Registrar, naming the person or persons appointed.

8. The re-evaluation or investigation will normally be completed within 21 days of the receipt of the application by the chairman.
9. The chairman will inform the student, the instructor, the Dean and the Registrar of the decision of the person or committee charged with the re-evaluation or investigation.
10. Both the student and the instructor have a right of appeal against the decision.
11. An appeal will be made to the Dean and will normally be lodged within 14 days of the announcement of the decision by the chairman. Each appeal must be on the appropriate form, and be in writing and signed. It must set out the reasons for the appeal.
12. It is the responsibility of the Dean to inform the student or the instructor as may be required, the chairman and the Registrar that an appeal has been received.
13. The Dean will refer the appeal to the Faculty Appeal Committee, a standing committee of Faculty Council.
14. The Faculty Appeal Committee will deal with the appeal as it sees fit.
15. The Faculty Appeal Committee will be composed of an equal number of faculty and students, who will choose a chairman from outside their initial membership.
16. Faculty Appeal Committee procedures will be determined by the appropriate Faculty Council.
17. A decision will normally be rendered within 21 days of the lodging of an appeal.
18. There is no further appeal once the Faculty Appeal Committee has rendered its decision.
19. It is the responsibility of the Committee to inform the student, the instructor, the chairman, the Dean, and the Registrar of the decision.

MS/ad

January 9, 1978.

Coordinated policy on foreign students essential⁵

by Nancy Sullivan

from
University Affairs
January 1978

Canadian postsecondary institutions and the federal and provincial governments need to develop a coordinated policy on foreign students, says a position paper released recently by the Canadian Bureau for International Education (CBIE).

"Our reception of foreign students in Canada has always been an unplanned, haphazard operation."

CBIE stresses that our foreign student policies should first reflect Canada's self-interest "since the primary responsibility of Canadian governments is to Canadians".

The position paper, entitled "A Question of Self-Interest", outlines three conditions, one or more of which should be met if the presence of foreign students in Canada is to serve our self-interest.

Improve quality

The first is that the presence of foreign students improve the quality of the educational experiences offered by an institution.

CBIE notes that as a result of the 1973 oil crisis Canadians have begun to realize that they must be more aware of the world outside Canada.

The presence of foreign students in our postsecondary institutions can help fulfill this aim through personal contacts with people from different cultures and with different economic and political backgrounds.

However, the paper warns, this can only happen "... if the foreign students in Canadian institutions represent a wide variety of cultural and national backgrounds and if they are in regular contact with their Canadian counterparts".

To achieve these two objectives postsecondary institutions must "consciously design their admissions policies to encourage a mix of students". Why, the paper asks, are there so many foreign students from Hong Kong and so few from Latin America studying in Canada?

This mix alone is not enough; the institutions must also develop academic and extra-curricular activities to encourage Canadian students and foreign students to take advantage of each other's presence.

CBIE notes that many Canadians believe that simply accepting individual Third World students into our educational institutions furthers international development.

CBIE suggests that it is probably inaccurate to say that the enrolment of individual students in unplanned programs constitutes a contribution to Third World development.

In fact, the presence of Third World students in Canada is probably of greater importance to our education than their own since we need to know more about the world, more than two-thirds of which is the Third World.

Policy should promote economic and political interests

The second condition cited by CBIE is that the reception of foreign students promote

either the long or short-range economic and political interests of Canada abroad.

Our attitude towards foreign students should have a positive impact on our international role.

This paper says that two recent governmental policies, one at the federal level, the other at the provincial level, have created barriers for potential foreign students.

CBIE is critical of the new Immigration Act, which it says will make foreign students feel unwelcome. The paper also notes that the federal government's decision, a few years ago, to remove permission to work in Canada has meant that students who do not have substantial financial resources cannot come to Canada and has also prevented valuable non-academic contacts between foreign students and Canadians in the course of part-time or summer employment.

The paper is equally critical of the Alberta and Ontario government decisions to charge differential fees for foreign students.

This is an unfair way of achieving the desired result of limiting the number of foreign students, says the CBIE.

"When governments chose to implement differential fees, they took the easy rather than the logical alternative."

CBIE argues that enrolment limitations would be a fairer way of limiting the number of foreign students, since differential fees "discriminate in favor of the wealthier inhabitants of foreign countries, thus making a mockery of Canada's claims for equal educational opportunity".

The paper also points out that the amount by which the fees for foreign students have been increased in the two provinces does not nearly cover the actual cost of educating foreign students.

Differential fees therefore do not meet the objective of removing the burden of the educational costs of foreign students from Canadian taxpayers.

"... a small differential fee is considerably worse than a large one since it projects a negative image without saving Canadian taxpayers any meaningful amounts of money".

Should provide immediate financial return

The final condition cited by CBIE is that the presence of foreign students provide an immediate financial return to Canada.

CBIE maintains that "the expenditure of money by the Canadian taxpayer, through grants to institutions, is roughly equal to the amount of money imported into Canada by incoming students".

Referring to declining enrolments, the paper notes that the educational system could not do without the government funds it receives as a result of the foreign student population because "faculty and staff must still be paid and the physical plant must be kept up, even if there are fewer students".

"Therefore, for many Canadian institutions

"Therefore, for many Canadian institutions and their communities, foreign students are economically essential."

Canadian governments and educational institutions can also benefit financially from foreign students by offering their services abroad on a cost-recovery basis.

The CBIE paper says that now that Canada has more training institutions than it needs to accommodate its own students, it should consider selling its expertise to foreign governments that have the money and the students but lack the facilities.

A few such programs are now operating, it notes.

Any program that a Canadian institution offers to a group from abroad under a negotiated agreement will require tailoring existing educational offerings. These modifications serve the needs of foreign students and governments and should be paid for by them.

CBIE believes that some educational services that are seen as a contribution to international development or to our image abroad should be offered at less than cost, but the agencies and institutions involved must decide how much to spend on such programs.

Even in these cases, the income generated by sponsored students includes both educational and living costs. The amount of money imported by students in sponsored groups to cover their living expenses is generally above the average brought by foreign students.

CBIE recommends that Canadian governments find new ways to reduce educational costs rather than assuming that a simple reduction in the numbers of foreign students will eliminate problems that now exist.

CBIE believes that Canadians "... must look for methods to encourage the internationalization of our education that benefit both ourselves and others".

Foreign student survey

"A Question of Self Interest" is part of a series of publications commissioned by CBIE on foreign student issues.

Last year (UA Jan 77) CBIE received an \$85,000 grant from the Donner Canadian Foundation to conduct a study of foreign students and international education in Canada.

CBIE asked the York University Survey Research Centre to carry out a national survey of the experience of foreign students in Canadian postsecondary institutions. As part of the survey, field-workers collected information from a random sample of 794 full-time foreign students at 25 postsecondary institutions.

A descriptive report of the survey findings was prepared for CBIE by David Nelce of the University of Toronto's sociology department and Peter Braun of the York Survey Research Centre.

This report, entitled *A Patron for the World?*, is described by Statistics Canada researcher

Max von Zur-Muehlen as "the most comprehensive overview yet produced of foreign postsecondary students in Canada".

The survey found that 31.6 per cent of the 23,450 foreign students estimated to have been in Canada at the time the survey was conducted last winter were born in Hong Kong. The next largest group was born in the United States—9.9 per cent. The third largest group was born in Malaysia—5.2 per cent. Foreign students born in the United Kingdom made up only 2.8 per cent of the total.

The study also determined that foreign students opt for "utilitarian" programs of study. For instance, 21 per cent were taking diplomas or degrees in business administration, commerce or economics, another 20 per cent were in technical degree programs and 10 per cent were studying for technical diplomas.

The majority of foreign students, 56.8 per cent or 13,315 were enrolled in bachelor programs; 11.2 per cent or 2,621 in master programs; and 8.8 per cent or 2,064 in PhD programs.

The researchers found that three-quarters of the foreign students in Canada came from urban areas. Only the most underdeveloped countries tended to send students from rural or small town and village locations.

"There is little doubt that foreign students come from status privileged sectors of their own societies."

Students not wealthy

Most foreign students are not wealthy. The report says that the median overall level of support for a foreign student in Canada is \$3,160 annually. The family is the main source of support; personal savings come in second. Teaching assistantships and scholarships contributed to the support of 17 per cent of foreign students.

Students from Hong Kong received the lowest median level of support—\$3,000.

More than half the students surveyed said that they could not continue their studies if education costs rose by \$750. About 15 per cent said that they were living on such marginal support that they would have to abandon their studies if costs rose by even \$250.

Foreign students tend to make good use of health, counselling and other services available at postsecondary institutions. Where international student services exist, the study found that 45 per cent of the foreign students used them and most knew about them.

The report also found that 10 per cent of foreign students in Canada have no social contacts and think that no one in Canada cares what happens to them.

A large proportion of the foreign students surveyed—89.1 per cent—thought that they had made an excellent or good decision when they chose to study in Canada.

Foreign students rate Canada as having "... an excellent quality of life and an abysmal ... climate".

Courses Offered at Montreal Catholic School Commission

If you have friends or relatives who have spare time on their hands, you might suggest to them that they look into the courses offered by the Montreal Catholic School Commission. According to a recent M.C.S.C. news release the Adult Education Department of the Montreal Catholic School Commission offers to all English speaking people of the Montreal area the possibility to learn conversational French during the day.

The schedule of these day time courses is very flexible. The course is a full-time one, six hours a day for three weeks and a morning or afternoon course three days a week for six weeks. These types of sessions are on an individualized basis with laboratories and special attention from the teachers at all six levels of instructions.

The starting dates of the three week courses are January 16, February 3 and 27, and March 17, 1978. The six week courses will also start on January 16, February 24 and 27, and April 7, 1978.

These courses are given at Saint Leon de Westmount Centre, 360 Clarke Avenue, near the Atwater Metro. For further information you can call 931-2903.

The M.C.S.C. also offers other courses such as Human Relations and Learning To Work in a Group. For more information about these and other courses offered by the Adult Education Department of the M.C.S.C. call 273-0481.

Items In The News

"Waterloo U. Proposes Student Lottery"

According to a recent report in University Affairs (January 1978) the University of Waterloo has proposed Watto Lotto, a student lottery with a prize of free tuition for a year. Richard Smit, newly-elected student federation president, who proposed the scheme, says a provincial licenced lottery would be ideal because all prizes would be academically related. He proposes a price of \$1 for each lottery ticket!

New Receipts

The following are two new publications recently received by the L.S.A. If you would like to look at either of these new receipts they can be found in the Co-Presidents' office.

1) Le Secteur des Communications dans les Universités du Québec

This publication comes out of a study done in April of 1977 at the Conférence des recteurs et des principaux des universités du Québec (C.R.E.P.U.Q.). This publication is 148 pages in length and is available in French only. This study would be of particular interest to people in Communication Studies.

2) Radio Act R.S. 170, cR-1 and Office Consolidation of the Orders and Regulations made thereunder, 1976

BITS & PIECES

Fred Audet Temporarily Replaced. It was recently announced that because of illness, Fred Audet, Loyola Dean of Students, will be temporarily replaced by the Assistant Dean, Brian Counihan...Andragogy, Self-directed And Contract Learning Seminar Planned. On February 6, 1978, the Learning Co-op will be sponsoring a seminar on Andragogy, Self-Directed and Contract Learning. The seminar feature Malcolm Knowles and will run from 9:00 A.M. - 4:00 P.M. in AD128. You must register for the seminar in advance at Student Services. The cost for students, faculty and staff is \$1 per person, for all others it will be \$10...Departmental Council Meeting Coming Up: There will be a meeting of Departmental Council on January 24, 1978. Departmental Council Chairperson Antoinette Bozac, who would like to meet with individual representatives during the next couple of weeks; so if you are a Departmental Council rep., contact Antoinette at 482-9280 ext. 36. Memo On Publications List. A list of all publications available through the Information Services Office, Room 309 is now available for your consultation...

Note

The next issue of Focus is scheduled for Tuesday, January 31, 1978. The deadline for submissions will be Friday, January 27.